

**Planning Council Review**  
**Curriculum Completion Performance Measure**  
**2024 Performance Measures for Student Success Report**  
**2021-2024 Action Item Results and 2025-2028 Action Items Identified**

**Performance Measure:** Curriculum Completion (PM5)

**Purpose:** To ensure student completion and/or persistence toward a post-secondary credential in a timely manner.

**Description:** Index score based on the percentage of first-time fall credential-seeking curriculum students who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours.

**Denominator:** First-time fall credential-seeking curriculum students.

**Numerator:** Of those in the denominator, the number of students who have graduated, transferred, or are still enrolled during the fourth academic year (fall, spring, or summer) with at least 42 successfully completed non-developmental hours.

To be successful, students must complete one or more of the following:

- **Graduation:** Graduated from a North Carolina Community College credential program (A, D, or C) before the end of the 4th summer term following the first fall semester.
- **Transfer:** Transferred to a 4-year college as indicated in the National Student Clearinghouse database at any point through the end of the 4th summer term following the first fall semester.
- **Persistence:** Student is enrolled in an NCCCS college during the 4th academic year (fall, spring or summer) and has successfully completed at least 42 non-developmental credit hours by the end of the summer term. Successful completion is defined as achieving a course standard letter grade of A, B, C, or P

**Index Score:**

Pell and Underserved Race/Ethnicity (URE) Index Score: College success rate among cohort students receiving Pell whose race/ethnicity is identified as historically underserved divided by the statewide success rate among cohort students receiving Pell whose race/ethnicity is identified as historically underserved.

Pell and Non-Underserved Race/Ethnicity (Non-URE) Index Score: College success rate among cohort students receiving Pell whose race/ethnicity is not identified as historically underserved divided by the statewide success rate among cohort students receiving Pell whose race/ethnicity is not identified as historically underserved.

Non-Pell and Underserved Race/Ethnicity (URE) Index Score: College success rate among cohort students not receiving Pell whose race/ethnicity is identified as historically underserved divided by the statewide success rate among cohort students not receiving Pell whose race/ethnicity is identified as historically underserved.

Non-Pell and Non-Underserved Race/Ethnicity (Non-URE) Index Score: College success rate among cohort students not receiving Pell whose race/ethnicity is not identified as historically underserved divided by the statewide success rate among cohort students receiving not Pell whose race/ethnicity is not identified as historically underserved.

Pell and URE Denominator: Number of cohort students receiving Pell whose race/ethnicity is identified as historically underserved.

Pell and Non-URE Denominator: Number of cohort students receiving Pell whose race/ethnicity is not identified as historically underserved.

Non-Pell and URE Index Denominator: Number of cohort students not receiving Pell whose race/ethnicity is identified as historically underserved.

Non-Pell and Non-URE Index Denominator: Number of cohort students not receiving Pell whose race/ethnicity is not identified as historically underserved.

Total Numerator:  $(\text{Pell and URE Index Score} \times \text{Pell and URE Denominator}) + (\text{Pell and Non-URE Index Score} \times \text{Pell and Non-URE Denominator}) + (\text{Non-Pell and URE Index Score} \times \text{Non-Pell and Non-URE Denominator}) + (\text{Non-Pell and Non-URE Index Score} \times \text{Non-Pell and Non-URE Denominator})$

Total Denominator:  $\text{Pell and URE Denominator} + \text{Pell and Non-URE Denominator} + \text{Non-Pell and URE Denominator} + \text{Non-Pell and Non-URE Denominator}$

Total Index Score: Total Numerator divided by Total Denominator

Excellence: 1.094

Avg Band Max: 1.048

Avg Band Min: 0.956

Baseline: 0.817

*(2024 NCCCS Performance Measures for Student Success Report)*

**2021-2024 Action / Strategy Item Results:**

<b>Item</b>	<b>Action item identified in the 2021-2024 performance measures year-end reports</b>	<b>Results / Use of Results:</b> <i>(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2025-2028 action items table below.)</i>
1	Review and investigate the data.	<ol style="list-style-type: none"><li>1) Pull cohort listing of students each term.<ol style="list-style-type: none"><li>a. The Office of Institutional Effectiveness pulls a list of all the vulnerable students for each semester and provides the list to the Achievement Coaches.</li><li>b. The vulnerable student list was pulled and emailed to the coaches after the census date of each semester.</li></ol></li><li>2) Focus on vulnerable students, which would impact their progress toward completion.<ol style="list-style-type: none"><li>a. The Achievement Coaches contact the vulnerable students each semester and host an event each semester for students to meet their Achievement Coaches.</li><li>b. All students on the vulnerable student list were contacted via email to set up their first meeting with a coach. Meet and Greets were held at the beginning of the semester Spring 2022, Fall 2022, Fall 2023, Spring 2024, and Fall 2024.</li></ol></li><li>3) Utilize Achievement Coaches to reach out to the stop-outs and try to get those students to re-enroll.<ol style="list-style-type: none"><li>a. WCC joined the John M. Belk Endowment's NC Reconnect project, which focuses on engaging adult learners and stop-outs.</li><li>b. Before joining the Belk Reconnect Project coaches called stop-out students, along with the help of advisors.</li></ol></li><li>4) Address issues or implement actions within that semester to retain those students.<ol style="list-style-type: none"><li>a. The Achievement Coaches meet with their caseload, discuss any issues a vulnerable student might have, and create a plan to help those students persist to the next semester.</li></ol></li></ol>

		<p>b. Coaches met with students to review their success, prepared them for the upcoming registration for next semester, coach them, answer questions, and help them navigate through issues.</p> <p>5) In a meeting September 2024 plans were developed for more focused interventions to begin Spring 2025.</p> <p>This will happen each academic semester.</p>
2	Enhanced focus on CCP students.	<ol style="list-style-type: none"> <li>1. Ensured CCP students were enrolled and retained by one-to-one advising. Fall 2021 - Summer 2024, 4,149 students enrolled into 12,058 courses.       <ol style="list-style-type: none"> <li>a. 2021-2022, served 1,764 students enrolled in 3,450 courses.</li> <li>b. 2022-2023, served 2,162 students enrolled in 4,191 courses.</li> <li>c. 2023-2024, served 2,293 students enrolled in 4,417 courses.</li> </ol> </li> <li>2. College Transfer Advisory committee met annually with local CDC's and Guidance Counselors to promote dual enrollment offerings.</li> <li>3. Bison Benefits were offered to students that continued at WCC as full-time students after high school graduation.       <ol style="list-style-type: none"> <li>a. In order to better promote Bison Benefit, CCP Department works closely with The Foundation and Office of Admissions and Records. Admissions provides a list of eligible seniors. Eligible seniors receive both an email and postcard promoting and advertising Bison Benefit and how to apply. Email and postcard are sent out in February, and students have the month of March to apply. Also, Bison Benefit is shared at all recruitment events.</li> </ol> </li> <li>4. Recruitment events were held throughout the community on and off campus throughout the school year, including Middle School night, CCP night, Senior Night, Let's connect evening as well as fairs and festivals in the county.</li> <li>5. Provide high school counselors with student progress reports.</li> </ol>

		<ul style="list-style-type: none"><li>a. Each Monday morning, high school counselors receive a report via email that provides them, if applicable, names and courses along with last date attended and drop date. This is to ensure that the student is still on track for high school graduation requirements. If a student drops a college course that is needed for high school graduation, the counselor is then able to enroll the student into a NCVPHS course to take the place of the dropped college course so that the student maintains course for high school graduation.</li></ul> <p>6. High school recruitment, assisting them in the application process in the high schools.</p> <ul style="list-style-type: none"><li>a. Recruitment is done in each high school as well as the CCP Showcase (Spring event) and Senior Night (Fall event). For the smaller schools (WPA, FCA, WCS, and WSTA, onsite registration is held for the students.</li></ul>
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### Curriculum Completion – Performance Data

Year	Cohort	% Grad & Transfer	% Grad – Not UNIV Transfer	% Transfer	% Retain (36 Hours)	% Total
2013	725	13%	17%	18%	2%	49.4%

Year	Cohort	% CC Grad & Univ Transfer	% CC Grad, Not Univ Transfer	% Univ Transfer, Not CC Grad	% Retain (42 Hrs) Did Not CC Gradu or Univ Transfer	% Grad, Transfer, or Retained (42 hrs)
2014 (2012-2014)	753	7%	27%	17%	4%	54.7%
2015 (2012-2014)	812	81 / 10.0%	243 / 30%	130 / 16%	38 / <5%	60.6%
2016	798	91 / 11%	200 / 25%	151 / 19%	42 / 5%	60.7%

Year	Fall Cohort			Success Rate			Index Score		Total Index Score
	Pell	Non-Pell	Total	Pell	Non-Pell	Total	Pell	Non-Pell	
2017	231	567	798	57%	65%	63%	1.460	1.038	1.160
2018	135	200							1.079

*Source: NCCCS Performance Measures for Student Success Report*

Year	Fall Cohort					Success Rate					Index Score				Total Index
	Pell/URE	Pell/Non-URE	Non-Pell/URE	Non-Pell/Non-URE	Total	Pell/URE	Pell/Non-URE	Non-Pell/URE	Non-Pell/Non-URE	Total	Pell/URE	Pell/Non-URE	Non-Pell/URE	Non-Pell/Non-URE	
Fall 2018	135	88	200	326	749	44%	53%	63%	64%	59%	1.251	1.163	1.110	0.971	1.081
Fall 2019	113	81	213	354	761	42%	44%	56%	66%	57%	1.249	1.006	1.005	1.008	1.043

*Source: NCCCS Performance Measures for Student Success Report*

**Overall assessment of Performance Measure:** *(Based on the performance measure data, provide a narrative of your analysis of the results. State any changes you plan to make for continuous improvement.)*

WCC is currently 15<sup>th</sup> out of 58 colleges in this measure, with an index score of 1.043 (color indicator, yellow; ≥Average Band Min, <Average Band Max). WCC's Fall 2019 cohort totaled 761 which resulted in 42.6% of students were non-successful versus 57.4% of student successful in meeting the curriculum completion performance measure.

**2025-2028 Action / Strategy Items:**

*(Identify and address outcome assessments resulting from the review of the data. Targets are established on a three-year cycle to provide ample time to address the action and achieve measurable results.)*

<b>Item</b>	<b>Action / Strategy Items</b> <i>(Identify action items as a result measure assessment)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Maintain best practices with CCP students.	<ol style="list-style-type: none"><li>1. Monitor enrollment trends.</li><li>2. Maintain contact with local CDCs and local counselors.</li><li>3. Support students financially through scholarships.</li><li>4. Continue recruitment events.</li><li>5. Provide early alerts to HS counselors.</li></ol>
2	Monitor and review the credit completion rate for first-time fall credential-seeking curriculum students.	<ol style="list-style-type: none"><li>1. Campus wide, advisors will monitor student progress for credit completion.</li><li>2. IE will provide advisors with a list of stop-outs for re-engagement.</li></ol>